

STATEMENT OF PURPOSE:

Prekindergarten School Health Services strengthen and facilitate the educational process by improving and protecting the health status of prekindergarten students.

AUTHORIZATION/LEGAL REFERENCE:

Department of Children and Families, Child Development Division (CDD) provides [Child Care Regulations](#) for all types of child care programs, including registered homes, early childhood centers, licensed homes, afterschool programs, non-recurring care programs, and public preschool programs.

33 V.S.A. Chap. 1 Department For Children And Families
<http://legislature.vermont.gov/statutes/chapter/33/001>

33. V.S.A. Chap. 35 Child Care
<http://legislature.vermont.gov/statutes/chapter/33/035>

33 V.S.A. Chap. 36 Early Care And Education Providers Labor Relations Act
<http://legislature.vermont.gov/statutes/chapter/33/036>

33 V.S.A. § 4913 – Mandated Reporter
<http://legislature.vermont.gov/statutes/section/33/049/04913>

Child Care Licensing Regulations - Vermont

Afterschool Child Care Programs – effective 9/1/2016

http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/AS_Regulations_Final.pdf

Center Based Child Care and Preschool Programs – effective 9/1/2016

http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/CBCCPP_Regulations_FINAL.pdf

Registered and Licensed Family Child Care Homes - effective 9/1/2016

http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/FCCH_Final.pdf

Child Care Regulations - Federal

Child Care Development Fund (CCDF) Law

<https://www.acf.hhs.gov/occ/resource/ccdf-law>

CCDF Reauthorization Resources

https://www.acf.hhs.gov/occ/ccdf-reauthorization?utm_source=twitter&utm_medium=social&utm_campaign=childcarerule

Part C of IDEA: Early Intervention for Babies and Toddlers

<http://www.parentcenterhub.org/repository/partc/>

Vermont Agency of Education – VT Standards Board for Professional Educators 5440-65/65A School Nurse/ Associate School Nurse (April 12, 2017) <http://education.vermont.gov/documents/educator-quality-licensing-rules#page34> pg. 132- 137

SCHOOL NURSE/ASSOCIATE SCHOOL NURSE ROLES - Prekindergarten

Child Care Licensing Regulations Requires that CC Providers and Directors follow the rules in their Regulations listed above. However, school nurses should be familiar with the Vermont Regulations above. School nurses in the Local Education Agency (LEA or SU/SD) are the licensed healthcare professionals who understand the importance of the language in the CCD (above) health and safety rules. School nurses are ideal resources to help educate the school PreK and administrative team about the role of the Regulations in keeping children safe and healthy. PreK consultation with school nurses takes on a different role depending on the LEA and whether the PreK is on or off the school or Local Education Agency (LEA) campus.

Standards of Practice for PreK:

See [School Health Services Practice Section 25](#)

- Legal Mandates Regarding Child Abuse and Neglect
 - See [Licensing Regulations for Center Based Child Care \(pg.30\)](#)
 - A school nurse is a [mandated reporter](#) and must follow the rule for reporting.
- Screening as required by law (see Manual section: [Screening](#))
 - PreK directors are responsible for ensuring that children enrolled in their programs are or have been screened for vision and hearing deficits.
 - Memo from Secretary of Education, Holcombe and Commissioner of Health, Dr. Harry Chen: http://healthvermont.gov/sites/default/files/documents/2016/11/cyf_school_health_screening_s_memo_201511.pdf
 - Collaborate with your [LEA PreK Coordinator](#) or School Administration to identify the process for how this will occur. This duty may be assigned to a school nurse or ideally to a PreK director to assure that students have been screened in their medical home or by a school nurse.

Care Coordination for PreK:

See [School Health Services Practice Section 25](#), and [Students with Special Health Needs Section 27](#)

- School nurses will work with school administrators and the LEA to develop protocols for reviewing and assessing the needs for children with special health needs.
- All students with an [IEP](#) or [Section 504 Plan](#), and health needs have the right to have an individual healthcare plan developed by a professional school nurse based on the nursing assessment of that student (see Manual: Section #27 Students with Special Health Needs).
- Based on the assessment by the school nurse, education and training of unlicensed assistive personnel (UAP) should concur with the [Vermont Board of Nursing position paper: Role of the Nurse in Delegating Nursing Interventions plus Decision Tree](#).

Public Health for PreK:

See School Health Services Practice Section 25

- Infectious Disease Reporting (see Manual section: [Communicable Disease](#))
 - Work with the PreK director to clarify the process for reporting Infectious Disease
 - Educate stakeholders as needed.
- Vermont Annual Immunization Reporting (see Manual section: [Immunizations](#))
 - Prek directors are responsible for ensuring that the completed Annual Immunization Report for Child Care is submitted on January 1st of each year.

- This is a local decision made at each LEA about who collects, assesses, and submits IZ information for the annual report. Work with stakeholders.

Quality Improvement for PreK: Consult with the PreK director as needed on items below.

See School Health Services Practice Section 25.

- Safety is the priority, e.g. safe medication administration, first aid protocols, injury prevention, and proper injury or 911 responses.
- There are many additional opportunities for quality improvement such as increasing the number of students getting their annual well-child visits and getting all required immunizations and screenings, such as lead screening.

Leadership for PreK: Consult with school administrators and the PreK director as needed on the items below.

- See School Health Services Practice Section 25
- Assist your administrators and LEA in establishing and implementing a systematic process across the LEA for assuring the PreK student health services are safe, in compliance with applicable laws, Vermont Education Quality Standards, and LEA policies and protocols.

See School Health Services Practice Section 25 for further guidance on:

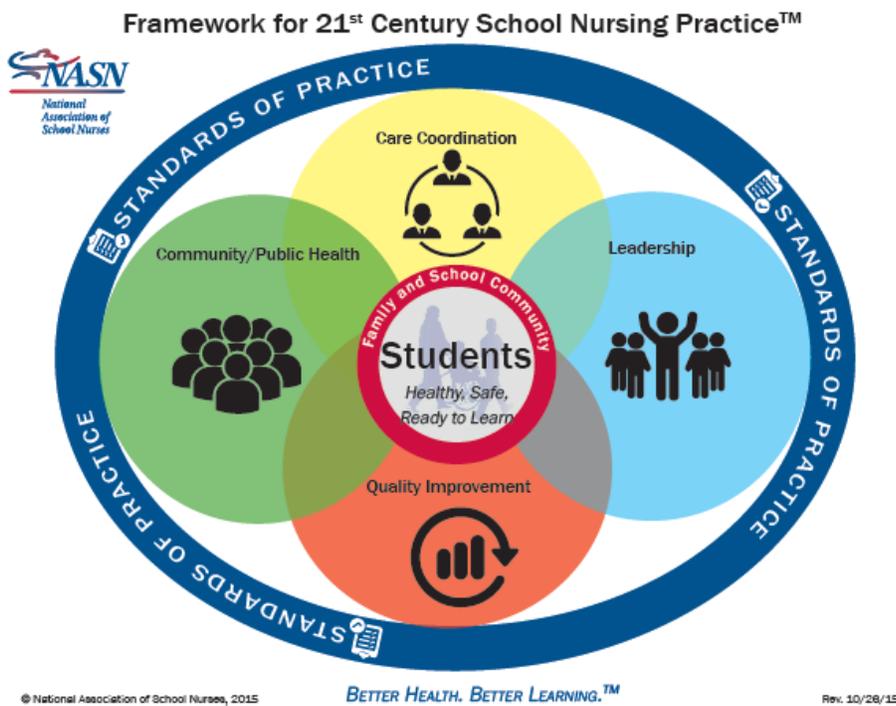
Standards of Practice

Care Coordination

Public Health

Quality Improvement

Leadership



Framework for 21st Century School Nursing Practice™

NASN's *Framework for 21st Century School Nursing Practice* (the *Framework*) provides structure and focus for the key principles and components of current day, evidence-based school nursing practice. It is aligned with the Whole School, Whole Community, Whole Child model that calls for a collaborative approach to learning and health (ASCD & CDC, 2014). Central to the *Framework* is student-centered nursing care that occurs within the context of the students' family and school community. Surrounding the students, family, and school community are the non-hierarchical, overlapping key principles of *Care Coordination*, *Leadership*, *Quality Improvement*, and *Community/Public Health*. These principles are surrounded by the fifth principle, *Standards of Practice*, which is foundational for evidence-based, clinically competent, quality care. School nurses daily use the skills outlined in the practice components of each principle to help students be healthy, safe, and ready to learn.

Standards of Practice	Care Coordination	Leadership	Quality Improvement	Community/Public Health
<ul style="list-style-type: none"> Clinical Competence Clinical Guidelines Code of Ethics Critical Thinking Evidence-based Practice NASN Position Statements Nurse Practice Acts Scope and Standards of Practice 	<ul style="list-style-type: none"> Case Management Chronic Disease Management Collaborative Communication Direct Care Education Interdisciplinary Teams Motivational Interviewing/Counseling Nursing Delegation Student Care Plans Student-centered Care Student Self-empowerment Transition Planning 	<ul style="list-style-type: none"> Advocacy Change Agents Education Reform Funding and Reimbursement Healthcare Reform Lifelong Learner Models of Practice Technology Policy Development and Implementation Professionalism Systems-level Leadership 	<ul style="list-style-type: none"> Continuous Quality Improvement Documentation/Data Collection Evaluation Meaningful Health/Academic Outcomes Performance Appraisal Research Uniform Data Set 	<ul style="list-style-type: none"> Access to Care Cultural Competency Disease Prevention Environmental Health Health Education Health Equity Healthy People 2020 Health Promotion Outreach Population-based Care Risk Reduction Screenings/Referral/Follow-up Social Determinants of Health Surveillance

ASCD & CDC. (2014). *Whole school whole community whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wscc-a-collaborative-approach.pdf>

© National Association of School Nurses, 2015 BETTER HEALTH. BETTER LEARNING.™ Rev. 10/28/15

(NASN, 2015)

RESOURCES:

[Standards of Practice: School Health Services Manual](#) -- Section 25

Caring for Our Children

National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs 3rd Edition (CFOC3) is a collection of 686 national standards that represent the best evidence, expertise, and experience in the country on quality health and safety practices and policies that should be followed in today's early care and education settings. <http://cfoc.nrckids.org/>

Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide, 4th edition (2016)
Susan S. Aronson, MD, FAAP, and Timothy R. Shope, MD, MPH, FAAP

SAMPLE POLICIES, PROCEDURES AND FORMS:

(AAP COUNCIL ON SCHOOL HEALTH, 2016)

Role of the School Physician (Jan. 2013) *Pediatrics*. 131 (1) COUNCIL ON SCHOOL HEALTH
<http://pediatrics.aappublications.org/content/131/1/178>

See [School Health Services Practice Section 25](#)

Frequently Asked Questions from School Nurses (SN)***Definitions:***

LEA: A Local Education Agency is the same as a supervisory union or school district

Licensed Child Care Provider or Center: These facilities are licensed by the VT Agency of Human Services Department of Children and Families, Child Development Division: [CDD Laws & Regulations](#).

Regulated Child Care: These are either Licensed Child Care Centers or [Registered Child Care Homes](#).

STARS: [STARS \(STep Ahead Recognition System\)](#) is Vermont's quality recognition system for child care, preschool, and afterschool programs. Programs that participate in STARS are stepping ahead — going above and beyond state regulations to provide professional services that meet the needs of children and families.

Universal Prekindergarten: (PreK) program: [Act 166 of 2014](#) provides for universal access for all preschoolers to attend publicly funded PreK education. All public and private Pre-Kindergarten education programs, including Head Start and public school operated programs, must meet specific requirements to operate a Pre-K program in Vermont. The Agency of Education, in collaboration with the Agency of Human Services, created [administrative rules to guide Act 166 implementation](#).

Questions from School Nurses (SN)

- 1) *Who provides first aid, health record keeping, and for health needs for Pre-K student attending [publicly funded Universal Prekindergarten](#), on school campuses?*
- 2) *How do SNs collaborate with school and LEA administrators to plan for:*
 - a. *The provision of first aid and health care services for students attending a child care facility on or off school campuses?*
 - b. *The provision of medication administration training for PreK sites?*
 - c. *Management of their time to provide consultation and services for PreK sites?*
- 3) *The training of staff in a publicly funded Universal Prekindergarten about FERPA and HIPAA?*
- 4) *A systematic process for identifying and serving Pre-K students including those with IEPs?*
- 5)

Response: School nurses should address these questions with the appropriate school and LEA administrators. Contractual issues should be addressed to appropriate school and LEA administrators, and the bargaining agent for the employment contract